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SELF-ASSERTION OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO TYPE OF SCHOOL

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ABSTRACT :

This study was explored to find out the self-assertion of higher secondary school students. For this purpose, the normative survey method was used. A sample of 300 higher secondary school students was selected in Tiruchirapalli District. The collected data were put into percentage analysis. Results revealed that the level of self-assertion of higher secondary school students is low. This shows that the teachers place greater value to other skills than assertion skills.

KEYWORDS : Foreshadowing, Magic Realism, Symbolism, Destiny, Setting, Meaning of Life.

INTRODUCTION

Self-assertion is a basic segment of social skills. A person who is equipped for self-assertion, while insisting his/her sensible demands and conducting behaviors with all due respect, he/she considers others' rights, interests and attempts to avoid violating the rights of others. Generally speaking, self-assertion refers to a person's ability to express and defend his/her ideas, interests and feelings in a commendable issue and without anxiety. An individual, who has self-assertion takes responsibility for his/her own behaviors and choices, has efficient self-esteem and positive thoughts attitude towards himself/herself as well as other people, and his/her conduct is straightforward and genuine with himself/herself and others. This individual can apply communicative methods which empower him/her to maintain self-esteem that lead to happiness and satisfaction.

NEED FOR THE STUDY

A very important personal quality is to be able to advocate for yourself - your own positions, to achieve your objectives, to overcome difficulties, to be determined, but without harming the rights of others and to be able to control the aggressive impulses. The concept, which expresses these personal characteristics, is called "assertiveness". Assertiveness is a part of the personal potential. It is a prerequisite for self-actualization. Assertive behaviors are convergence to and correlated with positive self-concept, self-esteem, mastery, self-efficacy, and self-confidence and non-assertive behaviors are preventive and avoidant and are highly correlated with fears, phobias, social anxiety and a variety of internal aggression. Hence, the investigator aimed to find out the level of self-assertion in higher secondary school students.

OBJECTIVES

- To find out the level of self-assertion of higher secondary school students.

- To find out the level of self-assertion of government, govt. aided and self-finance higher secondary school students.

HYPOTHESES

1. The level of self-assertion of higher secondary school students is average.
2. The level of self-assertion of government higher secondary school students is low.
3. The level of self-assertion of govt. aided higher secondary school students is average.
4. The level of self-assertion of self finance higher secondary school students is high.

METHODOLOGY

The normative survey method was adopted for this study. The population comprises XI standard students studying in higher secondary schools in and around Tiruchirappalli district. The investigator randomly selected 6 schools and from each school had taken about 45-50 students. They were selected through purposive sampling technique. 300 XI standard students form the sample of this study.

TOOL

The investigator constructed a tool on self-assertion. The reliability of the tool is 0.791 which reveals that the tool is reliable enough for data collection.

HYPOTHESES TESTING

Table 1: The level of the Self-assertion of Higher Secondary School Students

Level of the Self- assertion	N	Low		Average		High	
		N	%	N	%	N	%
	300	144	48	43	14	113	38

From Table1, it is inferred that 48% of higher secondary students falls under low category, 14% falls under average category and 38% falls under high category in their level of self-assertion. Hence the hypothesis that the level of Self-assertion of Higher secondary school students is average is not accepted.

Table 2: Level of Self-assertion of Government, Government-Aided and Self Finance Higher Secondary School Students

Type of Management	N	Low		Average		High	
		N	%	N	%	N	%
Government	100	46	46%	13	13%	41	41%
Govt. Aided	100	25	25%	7	7%	68	68%
Self-finance	100	47	47%	16	16%	37	37%

Table-2 depicts that 46% of government higher secondary students falls under low category, 68% govt. aided higher secondary school students falls under high category and 47% of self-finance higher secondary school students falls under low category in their level of Self-assertion.

Hence the hypothesis-2, 'the level of self-assertion of government higher secondary school students is low' is accepted, the hypothesis-3, 'the level of self-assertion of govt. aided higher secondary school students is average' is not accepted, and the hypothesis-4, 'the level of self-assertion of self-finance higher secondary

school students is high' is not accepted.

FINDINGS OF THE STUDY

1. As a small percentage of higher secondary school students (14%) falls under average category and their level of Self-assertion is stated to be low.
2. It is found out that the level of Self-assertion of Government higher secondary school students is low (46%).
3. It is found out that the level of Self-assertion of Government - Aided higher secondary school students is high (68%).
4. It is found out that the level of Self-assertion of Self Finance higher secondary school students is low (47%).

IMPLICATIONS OF THE STUDY

Instructing students on self-control strategies may be incorporated in a school wide positive behavior support plan or be directly taught with classroom-based social skill curricula. Likewise, awareness of the importance of self-control and self-esteem should be accentuated in classrooms. Again, a more specific understanding of the types of assertive skills needed as well as an identification of the situations in which these skills are most likely to be used would aid both general education and special education teachers in the development of training activities. Overall, this study underlines the need for monitoring cooperation, assertiveness, and self-control skills of all the students as they progress through the kindergarten to higher secondary.

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